

RODRIGUEZ EL
Hermelinda Rodriguez Elementary School
2022/2023

Every Student Everyday; Whatever It Takes



RODRIGUEZ
ELEMENTARY SCHOOL
AUSTIN Independent School District

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RODRIGUEZ EL

Mission

The mission of Hermelinda Rodriguez Elementary is to provide a quality 21st century educational experience in partnership with parents and community to develop the whole child academically, ethically, emotionally, physically, and socially to build lifelong learners

Austin Independent School District Mission

Austin ISD educates more than 80,000 students and embraces 129 diverse school communities in one of the fastest-growing metroplexes in the country. In partnership with our families and our community, AISD's mission is to provide a comprehensive educational experience that is high-quality, challenging and inspires all students to make a positive contribution to society. We partner with world-class universities, innovative businesses, nonprofit organizations and engaged community leaders to prepare our students for college, career and life.

Vision

We are committed to providing a positive, safe and stimulating environment for children to learn and where all are valued.

Rodriguez Roadrunners are Respectful, Responsible, and Ready to Learn!

Nondiscrimination Notice

RODRIGUEZ EL does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

Comprehensive Needs Assessment

Demographics

Demographics Data Sources

CCMR disaggregated by student group
<https://txschools.gov/>
longitudinal actual/projected campus enrollment

Demographics Strengths

8% Identified GT

Demographics Weaknesses

98.3% EcD
78% At-Risk
61% ELLs
13% SPED
25% Mobility Rate

Demographics Summary

Access your Discipline dashboard in Forecast5, under Guided Analysis, you will click on "Discipline Analysis" to see your campus discipline data from the 2021-22 school year.

- 1.) In 2021-22, ____% of the students within the African American/ Black population had one or more discipline events.
 - 2.) In 2021-22, ____% of the students receiving Special Education services had one or more discipline events.
- Last year's data is unavailable.

Student Discipline Reflection Question:

- 1.) How do you plan to address the overall % of disciplinary actions among your African American/Black student population?

Comprehensive Needs Assessment

Demographics Summary (Continued)

Admin and teachers will monitor monthly during eCST meetings

2.) What systems will you have in place to decrease the discipline disparities among your students receiving Special Education services?

Admin and teachers will monitor monthly during eCST meetings

SPED teachers will ensure BIPs and behavior charts are followed with fidelity.

Student Achievement

Student Achievement Data Sources

<https://txschools.gov/>

MOY disaggregated by grade, subj., & stud. grp.

Short Cycle Assessments disaggregated by stud. grp

STAAR disaggregated by subj., grade, & stud. grp.

TELPAS disaggregated by grade & prof. lvl.

Student Achievement Strengths

All students, Hispanic, and EcoD are aligned throughout the scores in all subject areas

Math continues to be a strength

Student Achievement Weaknesses

Special education and African American subgroups will continue to be our focus.

Student Achievement Needs

Comprehensive Needs Assessment

Ensure SPED and general ed teachers are aligned in instruction.

Student Achievement Summary

Access your STAAR, MAP Growth, and TELPAS Reports here: (in the purple Performance Reporting section): https://docs.google.com/presentation/d/1uNcqEWI6GvQ3oIIZCR-OzCgTQsHBYCfEiqwa_zM21Qo/preview?slide=id.p7

Reflection Questions:

1.) What trends do you observe in mastery (% MEETS) for your students from historically underserved student groups? Use Campus Bar Charts (Gap Charts)

Reading MAP

ALL Students 19%

AA 17%

Hisp 18%

ECD 18%

Bil. 7%

SPED 9%

STAAR Reading

ALL 41%

His 42%

AA 17%

Math MAP

ALL 18%

AA -

His 19%

ECD 17%

Bil 16%

SPED3%

STAAR Math

ALL 40%

His 42%

AA 0%

2.) Using your 2021-22 STAAR data, what are your TWO lowest performing students groups (% MEETS)?

SPED

AA

3.) For MAP Growth, what trends do you observe in mastery for your students across grade levels and languages from BOY to EOY? Use STAAR Projected Proficiency Report Same outcomes in the subgroups

Comprehensive Needs Assessment

Student Achievement Summary (Continued)

4.) For TELPAS, what trends do you observe in progress for your students across grade levels and TELPAS components? Use All Campuses Report
2nd grade was the lowest
All grades need to work on ensuring one grade level's growth
Speaking will be an area of focus this year

School Culture and Climate

School Culture and Climate Strengths

91% of families responded favorably on perceptions of the overall social and learning climate of the school.
93% felt their children enjoyed coming to school.

School Culture and Climate Weaknesses

Students perceptions of the overall social and learning climate of the school in grades 3- 5 was at 68% .

School Culture and Climate Summary

Access your Coordinated School Health Dashboard here: https://austinisd.co1.qualtrics.com/reporting-dashboard/5ac4ffbc97d6cb000d5e96c2?pageId=Page_a72c3411-2dfa-495d-ac8e-ed43af1e0533

Coordinated School Health Areas:

- CSH Implementation
- Health Education
- Physical Education/Physical Activity
- Food Services
- Employee Wellness
- SEL
- Community Engagement

Comprehensive Needs Assessment

School Culture and Climate Summary (Continued)

- Counseling/Mental Health/Social Services
- Health Services

Reflection Questions:

- 1.) In 2021-22, using the CSH list, 0 of the 11 areas did not reach 70% implementation.
- 2.) Which CSH areas do you feel something needs to change at the campus in order for the implementation score to reach 70%?
NA However, including more student leaders will be our goal

(Note: These are the areas to focus on in your CIP/TIP this year. At a minimum, each campus must address CSH Implementation, SEL, and Family or Community Engagement.)

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Data Sources

customer service trends
District Family Survey results
Focus Groups/Interviews
Staff (TELL) Survey results

Staff Quality, Recruitment and Retention Strengths

Staff Climate Survey

- Cultural Awareness and Action (Adult Focus) 87%
- Austin ISD Custom Content 86%
- Belonging 90%
- School Climate 85%

Staff Quality, Recruitment and Retention Weaknesses

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Weaknesses (Continued)

- Continue Call Response
- Set up community circles
- Increase in person family activities

Staff Quality, Recruitment and Retention Summary

Access your Panorama Survey Dashboard here:
<https://secure.panoramaed.com/austinisd/understand/19295098/summary>

Staff Climate Survey

- Cultural Awareness and Action (Adult Focus) 87%
- Austin ISD Custom Content 86%
- Belonging 90%
- School Leadership 73%
- School Climate 85%
- Professional Learning 74%
- Feedback and Coaching 64%
- District Support 51%

Staff Climate Reflection Questions:

1.) Which area(s) will you focus on strengthening this school year?

Feedback and Coaching

School Leadership

Professional Learning

2.) Why did you select this/these area(s)?

Lowest areas aligned to feedback and coaching

Directly correlates to teaching and learning

Campus Communication Goals & Practices

- Campus Communication Strategies -Facebook, Twitter, Weekly Smores
- Campus Website
- Phone/Voicemail/Email Practices
- Language Line for Preferred Language

Campus Culture of Respect Goals

- Campus culture of respect practices and goals

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Summary (Continued)

-Customer service prioritization

Customer Service Reflection Questions:

1.) What strategies and/or best practices will you implement to strengthen the employee experience in order to foster a sense of inclusivity, belonging and sustainability?
Monthly meetings individual/groups

2.) What are your customer service celebrations/strengths? Bravo Boards, Weekly Shout Outs

3.) What are your areas of growth? Continued positivity

4.) What will be your priority for customer service this year? Call response

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Data Sources

CCMR disaggregated by student group

District Family Survey results

GT-CAMP ratings

SEL Implementation Survey results

Curriculum, Instruction and Assessment Strengths

GT-Recognized Rating

Individualized Learning Plans/Goals for GT/LEP

Great campus environment and customer service

Curriculum, Instruction and Assessment Weaknesses

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Weaknesses (Continued)

Continued PD on differentiation practices

Curriculum, Instruction and Assessment Summary

Access your GT CAMP data here: <https://docs.google.com/spreadsheets/d/1ubmICopfZI5uJlIFMxuP6L7HY2A1lJB2glMXy-BOvvk/edit?usp=sharing>

Advanced Academics Areas of Compliance

- STUDENT ASSESSMENT -R
- SERVICE DESIGN-E
- CURRICULUM & INSTRUCTION-E
- PROFESSIONAL LEARNING-E
- FAMILY & COMMUNITY-C

Using your GT CAMP data, complete the sentence stem:

1.) Based on the 21-22 GT CAMP, 0 of the 5 areas were out of compliance. In 2022-23, 0 of the areas out of compliance will have a strategy associated in my new CIP/TIP plan.

Advanced Academics Reflection Questions:

1.) How do you ensure GT and high-ability students are scheduled correctly (Elementary- cluster grouping and secondary- advanced course placement)?

cluster grouping where available
pull out with specialist also available

2.) How are you communicating with all families about GT and/or advanced learning opportunities?

Newsletters

Family calls

3.) How do you support a culture that provides advanced learning opportunities to all students?

Family Nights

Quality/Differentiated Lesson

Access your MAS Dashboard here: <https://access.austinisd.org/DMMasVueApp/#/>

Think about the following areas as you look at your data:

-Multilingual Programs at your campus

-Students with Interrupted Formal Education (SIFE)

-Refugee/Asylee students population

-Emergent Bilingual students participating in Special Education, Advanced Academics, and other programs

-Students in their 1st, 2nd, and 3rd, year in US schools

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Summary (Continued)

Multilingual Reflection Questions:

1.) How is the campus identifying and addressing the linguistic needs of students and how are they distinguished from other academic needs?

Assessments and placement

2.) What kinds of support and/or acceleration are available for multilingual students with varying needs such as SIFE?

Individualized lessons based on needs

Specialists pull-out

3.) How is the campus monitoring language acquisition? Be sure to consider both languages in Dual Language programs.

TELPAS training

Monthly meeting discussions

4.) How does the campus welcome families and students that are new to the country?

CIS/PSS/Teacher meetings

Creative Learning Initiative (CLI)

Reflection Questions: How is my campus systematically ensuring that every student in every classroom experiences the benefits of...

1.) rigorous, differentiated Creative Teaching that increases academic achievement, cognitive development, and SEL skills in practice (students learning through Creative

Teaching strategies at least twice/weekly)

monthly strategies presented and in newsletters

lesson planning sessions

2.) intentional community arts partner experiences during school time, on and off campus (every grade level participating in at least two community arts partnerships

twice/school year)

planned trips

3.) arts learning (every student receiving state-mandated instruction in visual arts, music, and drama; students learning dance through CLI's Dance Across Austin (DAA)

implemented through PE lessons.)

monitored through lesson plans

Family and Community Involvement

Family and Community Involvement Data Sources

Comprehensive Needs Assessment

Family and Community Involvement Data Sources (Continued)

Coordinated School Health ratings
District Family Survey results

Family and Community Involvement Strengths

- Family Engagement 94%
- Community Engagement -100%

Family and Community Involvement Weaknesses

- Increase the number of parental events and celebrations held on campus
- Increase the number of wellness events for parents on campus

Family and Community Involvement Summary

Access your Coordinated School Health Dashboard here: https://austinisd.co1.qualtrics.com/reporting-dashboard/#!/dashboard/5ac4ffbc97d6cb000d5e96c2?pageId=Page_a72c3411-2dfa-495d-ac8e-ed43af1e0533

Coordinated School Health Areas:
- Family Engagement 94%
- Community Engagement -100%

Family and Community Engagement- AISD

Reflection Questions:

1.) Which area(s) will you focus on strengthening this school year (22-23)? Continue to have parent celebration opportunities on campus

We will also include learning opportunities in our monthly parent coffees.

2.) Why did you select this/these area(s)?

Based on campus surveys, this is what parents want more of

Comprehensive Needs Assessment Data Sources

% of beginning teachers (TAPR)

Coordinated School Health ratings

District Family Survey results

Fitnessgram results - BOY to EOY growth

<https://txschools.gov/>

MOY disaggregated by grade, subj., & stud. grp.

Referral data disaggregated by student group

Short Cycle Assessments disaggregated by stud. grp

STAAR disaggregated by subj., grade, & stud. grp.

Staff (TELL) Survey results

Student Survey results

TELPAS disaggregated by grade & prof. lvl.

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Goal 1. (Coordinated School Health) Coordinated School Health (CSH) is a cooperative approach to improve the physical, mental, and emotional health of all students, staff, and members of the educational community. A Whole Child approach is an effort to transition from a focus on narrowly defined academic achievement to one that promotes the long-term development and success of all children. A whole child is healthy, safe, engaged, supported, and challenged every day in every environment.

Objective 1. (CSH Implementation) By the end of SY 22-23, the campus will continue to achieve at least a 70% (Acceptable) rating on each of the 11 areas of the Coordinated School Health Survey.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Create CATCH committee that meets monthly to monitor campus goals.#2,6 (Title I SW Elements: 1.1,2.1,2.2,2.5) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,5)	Administrators, CATCH Team	Sept.-May		Criteria: List of committee members Calendar and agendas of monthly meetings EOY Family Surveys
2. Invite parents and families to Whole Child, Every Child/CATCH nights such as PE Play Days, Family Fitness Night, SEL Days, Literacy Day, Math & Science Night, etc. #4,5,6 (Title I SW Elements: 1.1,2.1,3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3)	Administrators, CATCH Team, Parent Support Specialist	Sept.-May		Criteria: % of families in attendance -Sign In Sheets/Agendas/Smore Newsletters # of Calendared community opportunities EOY Family Surveys
3. Add Whole Child, Every Child to communication opportunities such as PTA meetings, Monthly Parent meetings, Smores Newsletters, websites, and family nights. #2, 4, 5 (Title I SW Elements: 1.1,2.1,2.3,3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3)	Administrators, Campus Leadership Team, Parent Support Specialist, SEL Committee	Sept.-May		Criteria: # of communication opportunities throughout the year - agendas/sign-in sheets EOY Family Surveys

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Objective 2. (Social and Emotional School Climate) Our campus SEL and CP&I steering committee will partner with the PTA to develop and implement 2-way communication strategies to inform, engage, and listen to members of the school community at least once a month.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Participate as a campus community in 3 No Place for Hate activities annually #2,5,6,7 (Title I SW Elements: 1.1,2.1,2.3,2.5) (Target Group: All) (Strategic Priorities: 4) (ESF: 3)	Campus Committees, SEL Committee	Sept.-April		Criteria: Completion of 3 School-wide No Place for Hate documented activities-lesson and completed projects
2. Implement Campus-Wide SEL lessons, Daily Mindfulness Moments, Mindfulness Room and “Peace Areas” throughout the campus and construct a model to share with parents what is being used in the classroom and can be used at home. #2,5,6,7 (Title I SW Elements: 1.1,2.1,2.3,2.6,3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3)	Campus Leadership Team, SEL Committee	Sept.-April		Criteria: Documented campus-wide SEL lessons and daily Mindfulness Moments. Use of Mindfulness Room by classrooms and community and set up “Peace Areas” in all classrooms EOY Staff, Student, and Family Survey
3. Promote SEL and CPI via all methods of communication: Smore Newsletters, bulletin boards, School Messenger announcements, calendar invites for activities, Facebook, Twitter, and the marquee. #2,4,7 (Title I SW Elements: 1.1,2.1,2.3,3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3)	Campus Leadership Team, Parent Support Specialist, SEL Committee	Sept.-April		Criteria: At least one documented post each month through all media outlets

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Objective 3. (Physical Environment/Sustainability) Establish a Green/EcoAction Team that will meet at least 8 times a year

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Identify a Green Team Lead to review campus goals, identify recommended strategies, and organize any green team activities for the school community. #3,6 (Title I SW Elements: 1.1,2.2,2.4,2.5,3.1) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 4,5)	Campus Committees, Green Committee	Sept.		Criteria: Documented committee members and monthly agenda/sign in
2. Professional Development on Green Campus expectations and outdoor learning activities will be provided for all teachers #3,6,7 (Title I SW Elements: 1.1,2.4,2.5) (Target Group: All) (Strategic Priorities: 4) (ESF: 4,5)	Campus Committees, Green Committee	Nov		Criteria: 100% of teachers will be trained in Green Campus requirements and outdoor learning activities.
3. Implement Green Campus Cohort Strategies and outdoor learning activities throughout the campus at least once a month. #3,6,7 (Title I SW Elements: 1.1,2.4,2.5) (Target Group: All) (Strategic Priorities: 4) (ESF: 4,5)	Campus Committees, Green Committee, Teachers	Sept.-April		Criteria: 8 documented lessons/activities of outdoor learning activities. Outdoor Learning Spaces Sign Up Sheets Lesson Plans

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Objective 4. (Family Engagement) Increase in-person family engagement opportunities from 6 in 2022 in a year to 8 in 2023.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide month family engagement opportunities (ex: Literacy Day, Back to School Night, garden days, math/science night, STAAR night, etc.) #4,6 (Title I SW Elements: 1.1,2.1,2.5,3.1) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 3)	Campus Committees, Parent Support Specialist, Teachers	Sept.-May		Criteria: Complete at least 8 monthly family involvement activities -agendas/sign in sheets
2. Provide families opportunities to give input regarding school issues through community circles twice a year #4,6 (Title I SW Elements: 1.1,2.1,3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3)	Parent Support Specialist, Teachers	Sept.-May		Criteria: 2 documented community/family circles -sign in sheets/agenda
3. Monthly Parent Coffees will be held based on survey topics requested #4 (Title I SW Elements: 1.1,2.1,2.3,3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3)	Campus Committees, Campus Leadership Team, Parent Support Specialist	Sept.-May		Criteria: 8 Parent Coffee Agendas and Sign Ins

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Goal 2. (ESF Lever 5: Effective, Culturally Relevant and Sustaining Instruction) Campus leaders provide teachers with job-embedded professional development and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students. Teachers implement consistent and culturally relevant instruction that is rigorous and rooted in relationships and the community for every child, every day.

Objective 1. (Data-driven instruction (ESF Essential Action 5.3)) In SY 22-23, 100% of teachers of STAAR-tested grades and subjects will review results of Short Cycle Assessment data, disaggregated by student groups and Student Expectations, within 48 hours of the assessment.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will use the campus PLC protocol to appropriately dissect the TEK and align their lesson plans to the rigor of the TEKS using the 9 box lesson planning tool. #1, 6 (Title I SW Elements: 1.1,2.4,2.5) (Target Group: All) (Strategic Priorities: 4) (ESF: 5.3)	Administrators, Leadership Team, Teachers	Sept.-May		Criteria: PLC Data Meeting Agendas and Notes Know/Show Charts Lesson Plans
2. Teachers will use the data from weekly Exit tickets to create targeted intervention groups to address gaps found in student understanding. #1,3,6 (Title I SW Elements: 1.1,2.4,2.5) (Target Group: All) (Strategic Priorities: 4) (ESF: 5.3)	Administrators, Leadership Team, Teachers	Sept.-May		Criteria: Exit Tickets Small Group or Whole Group Lesson Plans (reteach) PLC protocol notes
3. Teacher teams have protected time built into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration. #1,3,6 (Title I SW Elements: 1.1,2.4,2.5) (Target Group: All) (Strategic Priorities: 4) (ESF: 5,5.3)	Administrators, Leadership Team, Teachers	Sept.-May		Criteria: PLC Protocol Agenda and Notes Master Calendar with PLC and Planning Times listed

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Goal 3. (Increased Enrollment) Increase enrollment and retention of students at Rodriguez Elementary by constantly working on building a joyful, safe, and academically rigorous environment that will ultimately increase the likelihood of students staying at your school.

Objective 1. (Increased Enrollment) Semester 1: Campus enrollment will increase from 368 to 375 by December 15, 2022. Semester 2: 85% of current students will be registered for SY 23-24 by June 1, 2023.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Monitor enrollment numbers by week and relay information to staff and leadership team. #3 (Title I SW Elements: 1.1,2.2,2.6,3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 1)	Leadership Team, Teachers	Sept.-May		Criteria: Increase in enrollment from 368 to 375 by December 2022.
2. Conduct a Neighborhood walk, Operation Reconnect, Popsicles with the Principal, and individual family phone calls to recruit and retain students. #3,4 (Title I SW Elements: 1.1,2.1,2.2) (Target Group: All) (Strategic Priorities: 4) (ESF: 3)	Leadership Team, Teachers	Aug.-May		Criteria: Increase enrollment numbers from 368 to 375 by Dec. 2022.
3. Promote campus events and celebrations through social media - facebook, website, and twitter #3,4 (Title I SW Elements: 1.1,2.1,2.2,2.3) (Target Group: All) (Strategic Priorities: 4) (ESF: 3)	Leadership Team, Teachers	Sept.-May		Criteria: Enrollment increase from 368 to 375 by Dec. 2022.
4. Contact all families to help with registration for the 23-24 school year beginning in February. #3,4 (Title I SW Elements: 3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.4)	Administrators, Attendance Clerk, Attendance Committee, Parent Support Specialist	Feb.-May		Criteria: 85% of students will be registered for the SY 23-24 by June 1, 2023.

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Goal 4. (Exemplary Customer Service) Prioritize CARES Customer Service Standards and best practices to ensure exceptional customer service and equitable experiences that cultivate a culture of respect.

Objective 1. (Exemplary Customer Service) By the end of SY 21-22, the campus will move from Developing to Meets Expectations on the campus communication goals and practices section of the Campus Assessment Rubric.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Train front office and support staff on CARES guidelines and expectations. #3,4 (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3)	Administrators	Sept.-Oct.		Criteria: 100% of front office will be trained
2. Train entire campus on customer service protocols. #3,4 (Title I SW Elements: 1.1,2.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3)	Administrators, Teacher Assistants, Teachers	Sept.-Dec.		Criteria: 100% of staff will be trained in CARES protocols
3. Collect data from staff, families, and students to identify where additional customer service support is needed and use that information to determine what additional customer service professional learning and resources are needed. #3,4 (Title I SW Elements: 1.1,2.1) (Target Group: All) (ESF: 3)	Leadership Team, Parent Support Specialist	Sept.-May		Criteria: Fall and Spring Campus Created Surveys

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Goal 5. (Title 1 Compliance Packet) Complete and upload all documentation within to confirm and ensure all following Title I Compliance Requirements have been met.

Objective 1. (Principal Confirmation - Documents Due Oct. 30, 2020) All documentation should be uploaded at the Plan level using Attachments.**Do not attach any documents with student or staff records as they will be published online with the CIP/TIP.**

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Attachment #1. Principal Attestation Form: Qualifications for Teachers and Paraprofessionals. (Sign and attach the form.) (Target Group: ECD) (Strategic Priorities: 1)	Principal	Due 9/17		Criteria: Principal Attestation Form
2. Attachment #2. Parents were involved in the development of the PARENT/FAMILY ENGAGEMENT POLICY and the policy has been distributed to all parents/families. (Attach copy of Parent/Family Involvement Policy on your campus stationery.) (Title I SW Elements: 3.1) (Target Group: ECD)	Principal	Due 9/17		Criteria: Parent/Family Involvement Policy on your campus stationery
3. Attachment #3. Signatures on PARENT/FAMILY/SCHOOL COMPACTS for all students have been secured or documentation of good faith attempts to obtain missing family signatures is available at the campus. (Attach copy of Parent/Family School Compact.) (Title I SW Elements: 2.1) (Target Group: ECD)	Principal	Due 9/17		Criteria: Parent/Family School Compact
4. Attachment #4. An ANNUAL PARENT/FAMILY MEETING has been held informing parents of the school's participation status as TITLE I, PART A, explaining Title I, Part A requirements and initiatives, and informing them of their right to be involved. (Documentation MUST include agenda, sign in sheets, meeting notice, meeting minutes, etc. must be attached. A SEPARATE MEETING MUST BE HELD; OPEN HOUSE OR BACK-TO-SCHOOL NIGHT ARE NOT ACCEPTABLE.) (Title I SW Elements: 2.1,3.2) (Target Group: ECD)	Principal	Due 9/17		Criteria: agenda, sign in sheets, meeting notice, and meeting minutes
5. Attachment #5. Communications are sent home in a LANGUAGE that a parent understands. (Sample communications in languages other than English must be	Principal	Due 9/17		Criteria: Sample communications in languages other than English

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Goal 5. (Title 1 Compliance Packet) Complete and upload all documentation within to confirm and ensure all following Title I Compliance Requirements have been met.

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
attached.) (Title I SW Elements: 2.3) (Target Group: ECD)				
6. Attachment #6. Parents have been notified in writing of their Right to Know Teacher Qualifications. (Documentation of notice on school letterhead is attached.) (Title I SW Elements: 2.3) (Target Group: ECD) (Strategic Priorities: 1)	Principal	Due 9/17		Criteria: Documentation of notice on school letterhead
7. Attachment #7. Parents collaborated and coordinated with staff to design staff development related to the Value and Contributions of Parents for staff. (Documentation: agendas, sign in sheets, minutes or records of meetings must be attached.) (Title I SW Elements: 2.1) (Target Group: ECD)	Principal	Due 9/17		Criteria: agendas, sign in sheets, minutes or records of meetings
8. Attachment #8. Time and Effort Webinars & Reports - Administrators Notify eligible employees and verify attendance of training and submission of Time & Effort Reports to SAFA no later than the 5th of the month.				
9. Attachment #9. Homeless Documentation (Complete and submit sheet attached.) (Target Group: AtRisk)	Principal	Due 9/17		Criteria: Homeless documentation sheet
10. Attachment #10. CIP Developer Page. Signature page of CIP Developers is attached. Go to Plan Level of CIP and click on "CIP/TIP Developers List". List the name & position of the developers of the 2021-2022 Campus Improvement Plan (CIP). No need to upload. (Original CIP Developers List may be used & uploaded with packet.) (Target Group: All)	Principal	Due 9/17		Criteria: CIP/TIP Developers List

RODRIGUEZ EL Site Base

Name	Position
Mills, Monica	Principal
Lengnick-Hall, Amanda	Assistant Principal
Bates, Cerrissa	Content Specialist
Vazquez, Lilitana	CAC Staff Co-Chair
McElaney, Nancy	CAC Staff Co-Chair
Ramos, Gloria	Parent
Balderas, Maria	Co-Chair-PTA Parent
Martinez, Bianca	Parent
Alvarez, Mary	District Member-Executive Director
Casillas, Unise	Parent

Every Student Succeeds Act (ESSA)
Title I, Part A Schoolwide Program (SWP) Implementation Statutory Requirements

Element 1: The Comprehensive Needs Assessment (CNA) is included as an attachment for all campuses. The 2021-22 CIP/TIP Development and Review Timeline is attached to this plan. It includes dates that the data was analyzed, the CIP/TIP was developed/revised, and the CIP/TIP will be evaluated.

Element 2: CIP/TIP Requirements are identified as Strategies. Once published, a living draft of this plan can be found on the campus' school page at www.austinisd.org/schools. The list of individuals and their roles who assisted with the development of the CIP is included in this plan.

Element 3: Parent and Family Engagement Requirements, including the Parent/Family Engagement written policy, can be found within the Title I compliance packet, which is available upon request from the campus principal. The signed Principal Confirmation checklist is attached to this plan.

Instructions for Campuses

Ensure each strategy is aligned with Title 1 SW Elements and TEA Priorities.

Ensure all portions of the Title 1 Compliance Packet have been uploaded as attachments (in PlanWorks):

#1 - The Title I Compliance Packet Principal Confirmation - Signed and uploaded with packet.

#2 - #9 See packet for details

#10 - The CIP Developers List has been filled out using PlanWorks (preferred)

Once you have completed these steps, mark this page COMPLETE (green completion check).

If you have questions about these requirements, please contact your Title 1 Compliance Coordinator.

STUDENT ACHIEVEMENT DOMAIN



SCALED SCORE AND GRADE

	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Scaled Score	70				80
Grade	C	--	--	--	B

Student Achievement Components	2022 Value	SCA 1	SCA 2	SCA 3	2023 Goal
STAAR Performance Approaches	68				80
STAAR Performance Meets	39				50
STAAR Performance Masters	17				30
STAAR Performance Raw Score	41				53
STAAR Performance Scaled Score	70				80

Instructions:
 1.) Click on the campus name below to select your campus from the drop-down menu.
 2.) Fill in the remaining yellow cells with your 2023 Accountability Goals. The corresponding scaled scores will automatically be calculated.
 3.) After each SCA, fill in student level data on the grade/subject tabs and campus level data in the Key in Campus-Level Data Tab. Your SCA estimated accountability projections will automatically be calculated on this page.

Note: NR* = Not Rated: Senate Bill 1365

Campus Name: **Rodriguez**
 Campus Number: **227901174**

SCHOOL PROGRESS DOMAIN



SCALED SCORE AND GRADE

	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Scaled Score	91				94
Grade	A	--	--	--	A

School Progress Components	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Academic Growth Raw Score	84				90
Academic Growth Scaled Score	91				94
Academic Growth Grade	A	--	--	--	A
Economically Disadvantaged %	96.7	96.7	96.7	96.7	96.7
Economically Disadvantaged % Grouping	96.1 to 97	96.1 to 97	96.1 to 97	96.1 to 97	96.1 to 97
Relative Performance Raw Score	41				53
Relative Performance Scaled Score	78				90
Relative Performance Grade	C	--	--	--	A

OVERALL SCORE AND GRADE					
	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Scaled Score	87				96
Grade	B	--	--	--	A

CLOSING THE GAPS



SCALED SCORE AND GRADE

	2022 Actual	SCA 1	SCA 2
Scaled Score	78		
Grade	C	--	--

Closing the Gaps			
Academic Achievement			
2022 Values:	7	out of	14
SCA 1:		out of	0
SCA 2:		out of	0
SCA 3:		out of	0
2023 Goals:	14	out of	14

English Language Proficiency			
2022 Values:	1	out of	1
SCA 1:	--	out of	1
SCA 2:	--	out of	1
SCA 3:	--	out of	1
2023 Goals:	1	out of	1

2022 - 23 A-F Estimator Longitudinal Worksheet

IPS DOMAIN



AND GRADE

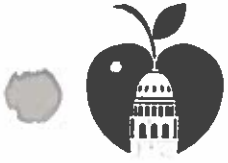
2023
SCA 3 Goal

	100
--	A

Components

<u>Growth</u>			
2022 Values:	10	out of	10
SCA 1:	0	out of	0
SCA 2:	0	out of	0
SCA 3:	0	out of	0
2023 Goals:	10	out of	10

<u>Student Success</u>			
2022 Values:	4	out of	7
SCA 1:	0	out of	0
SCA 2:	0	out of	0
SCA 3:	0	out of	0
2023 Goals:	7	out of	7



TITLE I COMPLIANCE PACKET

2022-2023

Principal Confirmation

Due November 04, 2022 – Please Upload to PlanWorks

- Attachment #1. Title I Principal Attestation Form: Qualifications for Teachers and Paraprofessionals. (*Sign and attach Principal Attestation Form*)
- Attachment #2. Parents were involved in the development of the PARENT/FAMILY ENGAGEMENT POLICY and the policy has been distributed to all parents/families. (*Attach copy of the Parent/Family Engagement Policy on your campus stationary*)
- Attachment #3. Signatures on PARENT/FAMILY/SCHOOL COMPACTS for all students have been secured or documentation of good faith attempts to obtain missing family signatures is available at the campus. (*Attach documentation of Parent/Family School Compact*)
- Attachment #4. An ANNUAL PARENT/FAMILY MEETING has been held within the first 6th weeks of school informing parents of the school's participation status as TITLE I, PART A, explaining Title I, Part A requirements, initiatives, and informing them of their right to be involved. (*Attach documentation: MUST include meeting notice, agenda, sign in sheets, and meeting notes, etc. A SEPARATE MEETING MUST BE HELD; OPEN HOUSE OR BACK-TO-SCHOOL NIGHT ARE NOT ACCEPTABLE*)
- Attachment #5. Communications are sent home in a LANGUAGE that a parent understands. (*Attach documentation of at least 2 sample communications in languages other than English*)
- Attachment #6. Parents have been notified in writing of their Right to Know Teacher Qualifications. (*Attach documentation for notice on school letterhead*)
- Attachment #7. Parents collaborated and coordinated with staff to design staff development related to the Value and Contributions of Parents for staff. (*Attach documentation: agendas, sign in sheets, minutes and/or records of meetings*)
- Attachment #8. Time and Effort Webinars & Reports - Administrators Notify eligible employees and verify attendance of training and submission of Time & Effort Reports to SAFA no later than the 5th of the month. (*Maintain copies of all signed and submitted Time and Effort Reports to be available upon request*)
- Attachment #9. Homeless and Foster Care Documentation (*Attach completed Attachment #9; Maintain list of Homeless Student Services provided and evidence of provisions*)
- Attachment #10. CIP Developer Page (*Attach Documentation: Signature page of CIP Developers is completed and/or entered in PlanWorks*)

By signing this form, I am confirming that these Title I Compliance Requirements have been met, as verified by the attached documentation. (*Upload ALL documents in PlanWorks*)

Rodriguez Elem.
Campus Name


Principal's Signature

10-20-22
Date

Austin ISD
State, Federal, Private Accountability Office
Campus Improvement Plan (CIP) Developer's List

Campus Name Rodriguez Elem. Org# 174

Instructions: List the name & position of the developers of the 2022-2023 Campus Improvement Plan (CIP). Sign and date verification below. (Use additional Pages as Necessary)

	Last name	First name	Position (teacher, parent, community member, principal, student, etc.)
1.	Mills	Monica	Principal
2.	Lengnick-Hall	Amanda	Assistant Principal
3.	Bates	Cerrissa	Content Specialist
4.	Vazquez	Lilliana	CAC Staff Co-Chair
5.	Balderas	Maria	Parent Co-Chair CAC
6.	Martinez	Bianca	Parent
7.	Alvarez	Mary	Executive Director
8.	Ramos	Gloria	Parent
9.			
10.			
	Printed name <u>Monica Mills</u>		Date <u>10-20-22</u>
	Signature		

07/25/2022